



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3: January 1, 2019 - June 30, 2020

Grant period from

☒ Pre-award costs are not permitted.

Application stamp-in date and time

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Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter
☐ into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Dayton ISD has a need for at least 5 bilingual teachers district-wide based on data from the 2018-2019 Bilingual Exception.	Develop a process to select currently employed bilingual paraprofessionals and/or instructional aides to assist them in obtaining a bachelor's degree and/or bilingual teacher certification.
Dayton ISD has a long-term need for a 20% increase in the number of Special Ed certified teachers to meet the needs of all Special Ed students served.	Develop a process to select currently employed special education paraprofessionals and/or instructional aides to assist them in obtaining a bachelor's degree and/or special education teacher certification.
24% of Dayton ISD teachers teaching high-poverty level students are inexperienced, and this is caused by issues with teacher retention due to a lack of local housing and a non-competitive salary schedule.	Develop a process to select 1-2 currently employed teachers to obtain a master's degree with certification to teach dual credit education courses to high school students as a part of the existing dual credit program at Dayton High School.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By 2021, Dayton ISD will have two programs in place to address the shortage of certified Bilingual/ESL teachers, certified Special Ed teachers, and general education certified teachers.

(One program will be a dual credit set of education classes to encourage high school students to become educators. The second program will be allocation of funds to assist currently employed paraprofessionals (BE/ESL or Special Ed) in obtaining their bachelor's degree and/or their teacher certification).

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

By March/April 2019:

1. Develop a selection process to identify paraprofessionals and teachers for the Grow Your Own grant program.
2. Assist selected paraprofessionals and teachers with the college application process. Selected participants will be expected to be enrolled in an IHE no later than June 2019 (Summer Session I)
3. By February 1, 2019, meet with representatives of the Lee College dual credit program regarding inclusion of the Education and Training courses as dual credit offerings for the 2019-2020 school year.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

June 2019:

1. Teachers and paraprofessionals selected to participate in the program will provide evidence of enrollment at an Institute of Higher Education or an Educator Preparation Program to the Human Resources department of Dayton ISD.
2. The Instructional Practices course for dual credit will be offered for the 2019-2020 school year in accordance with the agreement with Lee College. Counselors will have previously identified students for classes.
3. The teacher selected to participate in the program will be the sponsor of the Dayton ISD chapter of the Texas Association of Future Educators (TAFE) and will demonstrate evidence of recruiting activities (current and future) to the campus principal.

Third-Quarter Benchmark

August/September 2019:

1. Teachers and paraprofessionals in the program will provide transcripts for the Summer 2019 semester as well as provide proof of enrollment at the IHE or EPP for the Fall 2019 semester no later than September 30, 2019.
2. The TAFE sponsor will provide evidence of active membership and proposed activities to be completed for the Fall 2019 semester to the campus principal by September 30, 2019.
3. Counselors and the Education course teacher will begin recruitment for education classes to be taught in the 2020-2021 school year.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

1. If program participants are not progressing (achieving a minimum of 3 credit hours per each Fall and Spring semester and 6 credit hours each Summer session), a mentor coach (a current professional Dayton ISD employee) will be assigned to each participant in need. The mentor coach will assist with tutoring for coursework if possible and will work with participants and campus administrators to look at flexibility for job duties as needed.
2. If enrollment in the Instructional Practices course is not sufficient, utilize resources such as Delta Kappa Gamma, the local chapter of ATPE, Classroom Teachers Association, and TAFE to develop and organize recruitment activities.
3. Connect grant participants with Region 4 study groups for course assistance and test preparation.
4. Encourage program participants to make use of the professional library at the Fredda Nottingham Alternative Education Center in Dayton ISD.
5. Encourage program participants to make use of tutoring services available through the IHE.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
 - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
 - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
 - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
 - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
 - ☒ Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
 - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
 - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

1. Priority for recruitment and selection of the teachers who will teach the Education and Training courses will be given to CTE teachers and to the teacher currently teaching the Education and Training courses. The process for application to the program will be publicized through a district email to selected candidates. The email will come from the Human Resources department.
2. Candidates will be asked to complete an application. Elements of the application will include, but not be limited to: number of years teaching in Dayton ISD, involvement in student organizations, evidence of campus leadership roles, and an essay outlining why the applicant is the optimal choice to receive the grant and to teach dual credit Education courses at Dayton High School. Additional indicators to be reviewed as part of the application will include: 3 years of teacher evaluations and 1 letter of recommendation from a professional colleague. The deadline for application to the program will be March 1, 2019.
3. Selected candidates will be interviewed by a committee comprised of the high school campus principal, a high school counselor, and 3 district level administrators. The committee will review submitted applications and interview up to 3 applicants. The deadline for selection notification will be April 1, 2019.
4. The MOU may include: expectations that the candidate will become eligible to teach the dual credit Education and Training courses along with continued job performance expectations; responsibilities to teach the Instructional Practices course and to be the high school campus TAFE sponsor. The LEA will agree to provide mentorship and potential schedule flexibility. The applicant will agree to remain an employee of Dayton ISD for no less than 5 years.

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

1. Priority for recruitment and selection of the paraprofessionals for participation in the program will be given to employees currently in a bachelor's degree program with an minimum of 80 hours completed, or an education preparation program, although application will be open to all paraprofessionals identified by campus principals as potential teacher candidates. The process for application to the program will be publicized through a district email to selected candidates. The email will come from the Human Resources department.
2. Candidates will be asked to complete an application. Elements of the application will include, but not be limited to: number of years teaching in Dayton ISD, number of years working with students, involvement in community activities, and an essay outlining why the applicant is the optimal choice to receive the grant and to become a teacher in Dayton ISD. Additional indicators to be reviewed as part of the application will include: 3 years of evaluations and 1 letter of recommendation from a professional colleague. The deadline for application to the program will be March 1, 2019.
3. Selected candidates will be interviewed by a committee comprised of the applicant's campus principal, a selected campus administrator, and 3 district level administrators. The committee will review submitted applications and interview up to 10 applicants. The deadline for selection notification will be April 1, 2019.
4. The MOU will include: expectations for the number of course hours to be completed each semester, including summer sessions and continued job performance expectations. The LEA will agree to provide mentorship and potential schedule flexibility. The applicant will agree to remain an employee of Dayton ISD for no less than 5 years - 2 years to obtain the degree/certification plus 3 years after the degree/certification is received.
5. Dayton ISD will provide grant money for tuition and fees to selected applicants with the expectation the applicant will refund all monies if he/she either does not pass the course(s) or does not complete the course(s) of enrollment for each semester.

Statutory/Program Requirements

PATHWAY THREE: Describe your plan for recruitment, selection, and support of the EPP teacher candidates. Address the process for identifying participants, with potential indicators including a stated desire and commitment to teach long-term in the region and/or district, pursuit of certification in hard-to-staff areas, degree to which the diversity of the teacher population mirrors that of the student population, etc. Include the plan for recruiting candidates representative of the student demographics within the LEA, with an emphasis on candidates from similar school settings. Describe the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 3 funds must submit the Pathway 3 Attachment with the application.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit		X \$11,000 =	
Number of teachers who are teaching Education and Training courses, but not for dual credit	1	X \$5,500 =	\$5,500
Number of high schools with existing Education and Training courses in 2018-2019	1	X \$6,000 =	\$6,000
Number of high schools without existing Education and Training courses in 2018-2019		X \$9,000 =	
Total Request for Pathway 1			\$11,500

PATHWAY TWO

☒ Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only	2	X \$5,500 =	\$11,000
Number of candidates pursuing both a bachelor's degree and a teacher certification	5	X \$11,000 =	\$55,000
Request for Pathway 2			\$66,000
Request for Pathway 1			\$11,500
Total Combined Request for Pathways 1 & 2			\$77,500

PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
Total Request for Pathway 3			

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)

BUDGET

Stipend for teacher (Pathway 1)	\$5,500
Substitutes (Pathway 1)	\$500
Substitutes (Pathway 2)	\$5,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Region 4, IHE, EPP	\$500

SUPPLIES AND MATERIALS (6300)

TAFE (Pathway 1)	\$1000
Supplies for Education & Training course	\$1000

OTHER OPERATING COSTS (6400)

TAFE conference/activities (Pathway 1)	\$4000
Reimbursement of tuition, related fees, test prep (Pathway 2)	\$60,000

Total Direct Costs \$77,500

Should match amount of Total Request from page 8 of this application

Indirect Costs

TOTAL AMOUNT REQUESTED \$77,500

Total Direct Costs plus Indirect Costs

Appendix I: Negotiation and Amendments (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page

Negotiated/Amended Section

For amendments: Choose the section you wish to amend from the drop down menu.

Negotiated Change/Amendment

For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

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Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

All Dayton High School students complete a graduation plan with intended endorsements listed during their 8th grade year. They receive counseling from both their 8th grade counselor as well as the 9th grade counselor at Dayton High School. Counselors then use the information provided to plan student schedules and advise students on appropriate course selections as it relates to the chosen endorsement each year they are in high school. The CTE director for Dayton ISD works with the counselors to ensure all courses needed for endorsements are being offered and that they are part of the current and future course catalogs. It is the goal of Dayton HS to ensure every student has the opportunity to complete at least 1 coherent sequence of courses related to his/her chosen endorsement.

Opportunities such as district-wide open house and college/career night throughout the school year will be used to recruit students for membership in TAFE/FCCLA, for the Instructional Practices course, and for encouraging students to become future educators in general. District employees will make themselves available for "job shadowing" opportunities and will speak to classes and/or TAFE meetings as needed to act as a support and encouragement to students planning to become educators. Students targeted for recruitment will include: academically successful students; student with minimal attendance/discipline issues; and current or projected peer tutors. Participants in TAFE/FCCLA will have opportunities to compete at the regional, state, and national levels. Our district has had success at all 3 levels and this will be used to encourage and recruit students into the programs.

Strategies to increase enrollment will include: presentations/support from the Dayton chapter of Delta Kappa Gamma, representation by FCCLA and TAFE at the junior high career day, and representation by FCCLA and TAFE at the high school college day, college & career night, etc. to recruit, answer questions, and provide general information about FCCLA and TAFE including the benefits of membership in those organizations.

Teachers who will be considered for recruitment and selection must have a minimum of 3 years' classroom experience with evidence of positive interaction with students, instructional practices that encourage rigor and student ownership of learning, and positive interactions with co-workers. There will be an application and interview process for candidate selection as outlined on page 5 of the Grow Your Own grant application.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

Students targeted for recruitment will include: academically successful students (students in the top 25% of their graduating class); students with minimal attendance/discipline issues; and current or projected peer tutors/peer assistance leaders.

Strategies to increase enrollment will include: presentations/support from the Dayton chapter of Delta Kappa Gamma, representation by FCCLA and TAFE at the junior high career day, and representation by FCCLA and TAFE at the high school college day, college & career night, etc. to recruit, answer questions, and provide general information about FCCLA and TAFE including the benefits of membership in those organizations. Having a teacher(s) who have a track record of building successful relationships with students will help with recruitment and longevity of involvement of the students in the program.

Teachers are encouraged to communicate with LEA leadership on a variety of levels. If teachers identify students who they feel would be good candidates for the Education and Training courses and/or for becoming an educator post-secondary, they will be encouraged to identify those students to the campus leadership team and particularly to the counselors. The LEA leadership team and counselors will then work with students to get them into the appropriate courses needed as the classroom teacher mentors the students they feel could potentially become great educators.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.

- All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

Dayton ISD currently has an MOU with Lee College in Baytown, TX to offer dual credit courses to high school students (please see enclosed copy of the MOU for the 2018-2019 school year). While the Education and Training courses are not currently offered as dual credit, our partnership with Lee College would enable us to ask for that as a course offering for the 2019-2020 school year. According to the MOU, the course would need a minimum of 10 registered students for the class to make.

Also according to the current MOU, meetings will be held no later than February 1, 2019 to determine course offerings for the 2019-2020 school year.

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

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Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

Dayton ISD has partnerships with Lee College in Baytown, TX and with the Region 4 Service Center in Houston, TX to support paraprofessionals and instructional aides in obtaining teacher certification. Lee College offers basic courses (up to an associate's degree), and then students can easily transfer to Lamar University to finish their bachelor's degree. Region 4 provides support for Alternate Certification Programs as well as study programs for those about to take teacher certification tests.

Identified participants will (to the extent possible) be given opportunities to work with teachers in planning meetings and PLCs and to attend Job Embedded Professional Development appropriate to their courses. Dayton ISD will provide substitute teachers, possible scheduling flexibility, mentor coaches, and other supports (as identified) to encourage and support program participants.

OPTIONAL Shared Services Arrangement (SSA)

Applicants that are the Fiscal Agents of an SSA must complete the fields below.

Fiscal Agent	County-District Number
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MEMORANDUM OF UNDERSTANDING
Lee College Dual Enrollment Program

Lee College (herein called the "College") and Dayton ISD SCHOOL DISTRICT (herein called the "School District") enter into the following Memorandum of Understanding (MOU), which supersedes all previous agreements, versions and addenda.

TERM

This MOU shall be in effect for one year from August 1, 2018 to July 31, 2019.

OVERVIEW

The college is committed to serving the students and communities of the Gulf Coast Region through collaborative work with school districts in the College's service area. A major initiative promoting a college-going and college graduation culture is the Lee College Dual Enrollment Program, which complies with the rules set forth by the State of Texas [TAC title 19, Chapter 4, Subchapter D, Rule § 4.84 Section (a)] for dual credit partnerships between secondary schools and Texas public colleges to offer dual credit to qualified students.

MOU PURPOSE

The purpose of the MOU is to outline the roles and responsibilities of the College and the School Districts that participate in the Dual Credit.

DUAL ENROLLMENT PROGRAM DEFINITIONS:

Dual Credit, endorsed by the State of Texas, is a system whereby an eligible high school student enrolls in college course(s) and receives credit for the course(s) from both the college and the high school. Since college courses are being utilized to award dual credit, the content and rigor are parallel to what is taught to other college students and utilize the same curriculum and policies. These college courses, academic or career/technical, apply toward high school graduation and a college degree or certificate.

Concurrent Enrollment, as defined by Lee College, is a system whereby a student enrolls in more than one educational institution (including a high school and public institution of higher education). Concurrent enrollment students earn course credit from each distinct educational institution and is not dual credit. Concurrent enrollment students are subject to the full cost of tuition.

COLLABORATION:

It is mutually recognized that the College and the School District have certain objectives in common, namely: (a) educating and training students in preparation for further education and future employment, (b) providing residents of the District with the highest quality educational opportunities, and (c) ensuring accessibility to education in the most economical means possible.

The College and School District agree as follows:

- o The College and School District officials will work collectively to provide the necessary information to ensure that an effective college course schedule is created and maintained for dual credit.

- o The College and School District officials agree to meet no later than February 1 to construct the schedule for the following academic year. Adjustments to the schedule will be made as needed. The College reserves the right to cancel courses due to low enrollment.
- o Maximum course enrollment is strongly encouraged to promote the best possible learning environment.
 - o The course minimum for college courses taught, during the school day, by dual credit instructors (see page 3 for definition) is 10 students per section.
 - o Course minimum for face-to-face or hybrid college courses taught by Lee College instructors at the high school is 20 students for a lecture course and 15 students for a lecture/lab course.
- o The College point person is the Dual Enrollment Advisor and/or Director. The School District will appoint liaison(s) with the authority to approve courses and certify student eligibility.

DUAL CREDIT REQUEST FORM:

Each semester or year, a Dual Credit Request Form must be used to document all students' requests for enrollment in college courses and follow the review and approval process established by the College and School District. The form must contain signatures of the student, parent/guardian, and designated School District officials. All completed request forms must be turned into the Dual Enrollment Advisor and/or Director prior to the first day of class.

ELIGIBLE COURSES:

College courses that are academic or technical and that simultaneously allow students to earn credit toward a postsecondary degree or certificate and high school graduation are eligible for dual credit. College courses can be taken to meet elective or core course requirements at the high school. Classes offered in the high school setting must conform to the College's academic standards.

- o The college courses will comply with the rules and regulations of the Texas Higher Education Coordinating Board (THECB) and the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC).
- o All college courses will adhere to the description and content of the course as defined in the current edition of either the Academic Course Guide Manual (ACGM) or the Workforce Education Course Manual (WECM).
- o Courses will provide advanced academic instruction and content that provides the student the opportunity to master the Texas Essential Knowledge and Skills (TEKS) for the appropriate high school course.
- o Developmental education courses are not approved for dual credit.
- o The College and School District will make available an approved list of dual credit offerings for inclusion into the appendix.

LOCATION OF CLASS AND TEACHING ENVIRONMENT:

- o Courses will be taught on a college campus/site, at the high school, or online/hybrid.
- o High School Campus courses:
 - o The College will work with the School District to ensure that the School District's facilities meet the expectations and criteria required for college classes and are appropriate for college-level instruction that includes the following:

- School District will ensure College faculty and dual credit students have appropriate access to all available instructional resources and essential technology,
- School District shall permit access to the College's electronic learning resources when the course is taught at the School District, and
- School Districts offering science courses shall meet the laboratory safety standards and have material/equipment that comply with the Colleges current science program requirements.
- The College will clearly define the contact hours, curriculum and grading for college courses taught on a high school campus.
- **Online courses:**
 - Dual Credit Instructors must use the College's approved Learning Management System called Blackboard Learn.
 - The College will comply with the THECB's adopted Principles of Good Practice for courses offered electronically.
 - The School District will provide a proctored testing environment for its students.
 - The School District can provide a proctor for online courses at the School Districts expense.
- **Teaching Environment:**
 - The School District will ensure that the classroom environment is conducive to college-level learning by:
 - designating a classroom for the college classes,
 - displaying the signs provided by the College outside of the classroom that indicate "College Course is in Session", and
 - assuring no interruptions take place in the college course while in session, such as removing students for high school activities or making announcements except for official business or emergencies.

SCHEDULING:

- When there are differences in calendar schedules and College classes are being offered off the high school campus at a time when the School District is not in session, the student is responsible for attending the college course.
- When there are differences in calendar schedules and the College is not in session, the School District is responsible for providing personnel to supervise dual credit students.
- College or School District closures due to situations such as inclement weather or environmental issues will be honored without penalty to the students
- Students are responsible to abide by both College and School District calendars when participating in dual credit and concurrent enrollment.

FACULTY SELECTION, SUPERVISION, EVALUATION AND DEVELOPMENT:

The College has established an approval process for selecting and/or approving qualified School District faculty (those approved will herein be called "Dual Credit Instructor") to teach college course(s) for dual credit. Each approved Dual Credit Instructor will be supervised by the College's respective department chair or designee and be evaluated and monitored to ensure quality of instruction and compliance with the College's policies and procedures, in accordance with the standards established by the State of Texas and the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC).

- o The College will collaborate with the School District to ensure that the School District instructors applying to become Dual Credit Instructors meet the Colleges credentialing requirements, including individual department requirements.
- o School District faculty approved as Dual Credit Instructors will be cleared by the College's Office of Human Resources to teach college courses.
- o Dual Credit Instructors will submit all required reporting documents such as roster verifications, learning outcome results, syllabi/section outlines, and submission of grades (pass/fail and numeric) by the deadline set by the College.
- o College and Dual Credit Instructors teaching college courses for dual credit will verify the first week class roster to validate all dual credit students are enrolled in the college course and refer students not on the roster to the appropriate School District liaison. Any student not listed on the Official 12th Day Verification (Census) Roster will not be enrolled in the college course.
- o Dual Credit Instructors and College faculty teaching on the high school campus will notify the liaison on the high school campus when he/she will be absent due to an emergency or anticipates an absence. The liaison will then notify all appropriate officials.
- o Dual Credit Instructors teaching hybrid or online courses must comply with Lee College training/certifications for teaching hybrid/ online classes requirements.
- o The School District will allow release time from School District duties for all Dual Credit Instructors to attend required College professional development days organized by the College before each College full semester begins and departmental meetings.
- o The School District shall ensure that the building principals/ designee comply with all standards.

CLASS CONFIGURATION:

- o College courses taught by College faculty on a high school campus during the school day will consist of dual credit students only.
- o Non-dual credit high school students are not permitted to enroll into a dual credit course on a high school campus.
- o College courses taught by College faculty can consist of a combination of dual credit and college credit students, except when the course is taught in the daytime at the high school campus.

Course Curriculum, Instruction, and Grading:

- o The College will make every effort to adopt textbooks for a minimum of three years.
- o The College will provide a list of textbooks 21 days in advance of the start of the semester for college courses taught by Lee College instructors at the high school campus to ensure purchase prior to the school year/term.
- o Dual credit instructors will collaborate with their Lee College Department Chair for approval of textbook and will provide the textbook information to their district.
- o Attendance information and periodic grade requests will be entered by dual credit instructors per progress period (three weeks).
- o College policy restricts absences to three class meetings. Excused absences will be determined by the instructor of record.
- o The School District or high school campus will supply a calendar of scheduled events at the beginning of the semester that could interrupt class instruction and will notify the course instructor two days in advance of any additional activities. All dual credit

students are expected to notify their instructors of absences at the class meeting prior to the expected absence. Students are responsible for making up work when absent.

- To accommodate exchange of information among the College, School District, and instructors, all instructors teaching college courses will receive e-mail accounts from respective institutions
- The School District will provide access to college faculty and dual credit instructors to input numeric grades into their respective student records/grading system.
- Submission of progress report grades may be in Pass/Fail (P/F) format, but semester and final grades will be numeric.
- Spring semester course averages for seniors will be submitted in numerical format by Lee College to the high school senior counselor or designee at the end of the 5th six-week period for the high school Academic Class Ranking process. A list requesting this grade for the seniors will be sent out by the Dual Enrollment office prior to the needed date.
- Course evaluations will be delivered in paper format to the high school to be administered by the district dual credit liaison at the end of each semester.
- The School District is responsible for administering high school state mandated testing.

LIABILITIES OF PARTIES:

Dual credit status shall neither enhance nor diminish on-campus liabilities for the College or School District. Management of risk and liabilities shall be in accordance with the College and School District policies and codes of conduct.

ACADEMIC POLICIES, STUDENT CONDUCT, AND STUDENT SUPPORT SERVICES:

Regular academic policies and procedures applicable to regular college courses and students will also apply to dual credit students.

- Course performance will be part of students' permanent academic records at Lee College and the School District.
- Students are subject to the rules of conduct, plagiarism, and disciplinary standards published in the College catalog and are subject to the penalties defined by such standards.
- Any discipline issues including academic dishonesty during college course instruction must be reported immediately to the high school and College Dual Enrollment Office.
- The high school will send a copy of all student discipline referrals and documented student behavior issues, related to or occurring during any college-instructed course, to the Lee College Dual Enrollment Office within a week after the event.
- Students who receive a final grade below a "C" will not be allowed to progress to other college courses without repeating the previous course successfully, unless approved through the dual enrollment appeal process.
- The School District will provide placement for students who are withdrawn from the course for any reason.
- Prior to registration the School District will encourage and assist students who need accommodations to self-identify each semester with the Lee College Disabilities Services located in the Access Center on the Lee College campus each semester.
- Support Services such as labs and tutoring on the Lee College campus are available for utilization by all high school students enrolled at Lee College. Students should obtain a Lee College student id.

STUDENT ELIGIBILITY:

- o The College requires School District partners to follow all College enrollment procedures and guidelines for dual credit students.
- o All high school students are eligible for dual enrollment by meeting the college readiness standards under the provisions of the Texas Success Initiative (TSI) and prerequisites for the course as defined by the College.
- o There is no limit on the number of courses a high school student can enroll in during a semester; however, careful evaluation of obligations should be taken into account.
- o Specific exceptions to eligibility are defined in THECB 4.85 (b).
- o Dual credit students shall be limited to courses within their declared major and corresponding degree plan.
- o Dual credit students must comply with Financial Aid Satisfactory Academic Progress (SAP) requirements regardless if they are receiving aid or not.

TRANSPORTATION:

- o Transportation for classes to College sites will follow School District policy, which will determine whether the School District will provide transportation and/or allow students to drive their own vehicles.
- o Students driving their own vehicles to the College campus must obtain parking permits.
- o The College is responsible for transportation related to classroom field trips and may work with the School District to provide the best means.
- o The College will make the School Districts aware of any college-sponsored field trips.

TRANSCRIPTION OF CREDIT:

- o The College as well as the high school should transcript a student's grades immediately upon completion of the performance required in the course. [THECB 4.85(h)]. Letter grades will be posted on the College transcript.
- o Final numerical grades will be sent to the high school representative in an encrypted spreadsheet after all grades have been collected.
- o The School District transcription of grades for courses may differ from the College's based on Texas Education Association policies, specifically those relating to courses required to have the End of Course STAAR exams.

ENROLLMENT AND TESTING:

The College will provide information sessions to all interested high school students and parents prior to registration. These sessions will include content about academic policies, access to student information, support services, cost, and student opportunities and commitments.

- o Dual credit students attending for the first time will:
 - o apply to the College.
 - o take any required placement tests and pay applicable fees, if required.
 - o complete the dual credit request form.
 - o complete other applicable assessments or forms.
- o Each semester the College will provide two placement testing sessions for each high school in the School District. Students requiring testing services above and beyond

these sessions will be required to test at the Lee College Testing Center and pay any fees associated with testing.

- o High schools can assign testing proctor(s) to be trained to administer the test on the high school campus.
- o Cooperatively the College and the School District will ensure students are registered and enrolled in classes.
- o The College will provide an orientation for first-time dual credit students.

PAYMENT FOR SERVICES:

Payment is expected prior to the first day of class. Tuition for dual credit students is \$125 per course, per semester.

Dayton School District transfers the responsibility of tuition, fees and books to its students; students are expected to pay the college directly.

Dayton School District will be responsible for their student's tuition, fees, and books.

Dayton School District will be responsible for their student's tuition and fees but transfers the responsibility of books to its students.

Dual Credit Instruction Cost:

The College will pay the School District directly at the end of each semester in a lump sum for Dual Credit Instructor course sections taught on the high school campus during the school day. The payment to the school district will be based on the course enrollment as of the College census date as specified in the table. Any arrangements for payment to the Dual Credit instructors for teaching Dual Credit courses will be made by the School District.

	10-15 Students	16-19 Students	20+ Students
Lecture Course	\$700	\$1000	\$1400
Lecture/Lab Course	\$900	\$1200	\$1600

ADDITIONAL COSTS:

Low enrollment classes: A minimum of 10 students per section is expected for all course sections taught by Dual Credit Instructors. A minimum of 20 students for lecture courses and 15 students for lecture/lab courses is required for all course sections taught by College faculty during the school day on the high school campus.

If the School District is unable to meet the minimum enrollment, the School District can choose to pay for the unoccupied seat(s) at the amount of \$125 per seat, per semester

Hours beyond contact hours: If the School District requests that the class taught by a College faculty meet for more than the number of contact hours approved by the THECB, the School District will reimburse the College for the costs of that additional instruction or supervision at the current College rate. As a rule, no college class will meet more than the contact hours unless a dual credit instructor is teaching.

Unpaid student accounts: If the School District allows students who have not paid tuition and fees to remain enrolled in a course, the School District assumes responsibility for monies associated with the students' tuition and fees.

FUNDING:

Both the College and the School District will report students for state funding purposes.

DATA SHARING:

To encourage student persistence, assess the Dual Enrollment Program, and to measure student-learning outcomes, the College and School District will exchange student information, grades, and any other data, as permitted by law.

RECOGNITION OF HIGHER EDUCATION PARTNER

When reporting and publicizing dual credit student completion of college courses, degrees or certificates, the School District will recognize Lee College as their Higher Education partner. In addition, the School District will include the Lee College approved logo and/or name in all communications in which any College course or program is included.

TERM, RENEWAL, AND TERMINATION:

The terms of this agreement shall commence on August 1, 2018, and supersede previous agreements. This agreement may be amended by mutual written consent. Either party reserves the right to terminate the agreement with a 90-day written notice to the College's President or the School District's Superintendent.

AUTHORIZATION OF AGREEMENT:

Each party represents and warrants to the other the execution of this agreement has been duly authorized and this agreement constitutes a valid and enforceable obligation of such party according to its terms.

In Witness thereof, this agreement, in duplicate of originals of equal force has been executed on behalf of the parties hereto as follows:

Dayton ISD School District

Jessica Johnson
Print Name (School District Official)

Superintendent
Print Title

[Signature]
Signature

8/23/18
Date

Lee College

Dr. Dennis Brown
Print Name (College Official)

President
Print Title

[Signature]
Signature

9/6/18
Date